

SCRIBNER SOCIAL STUDIES SERIES

WORKING and PLAYING



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SCRIBNER SOCIAL STUDIES SERIES

Working and Playing

Clyde B. Moore

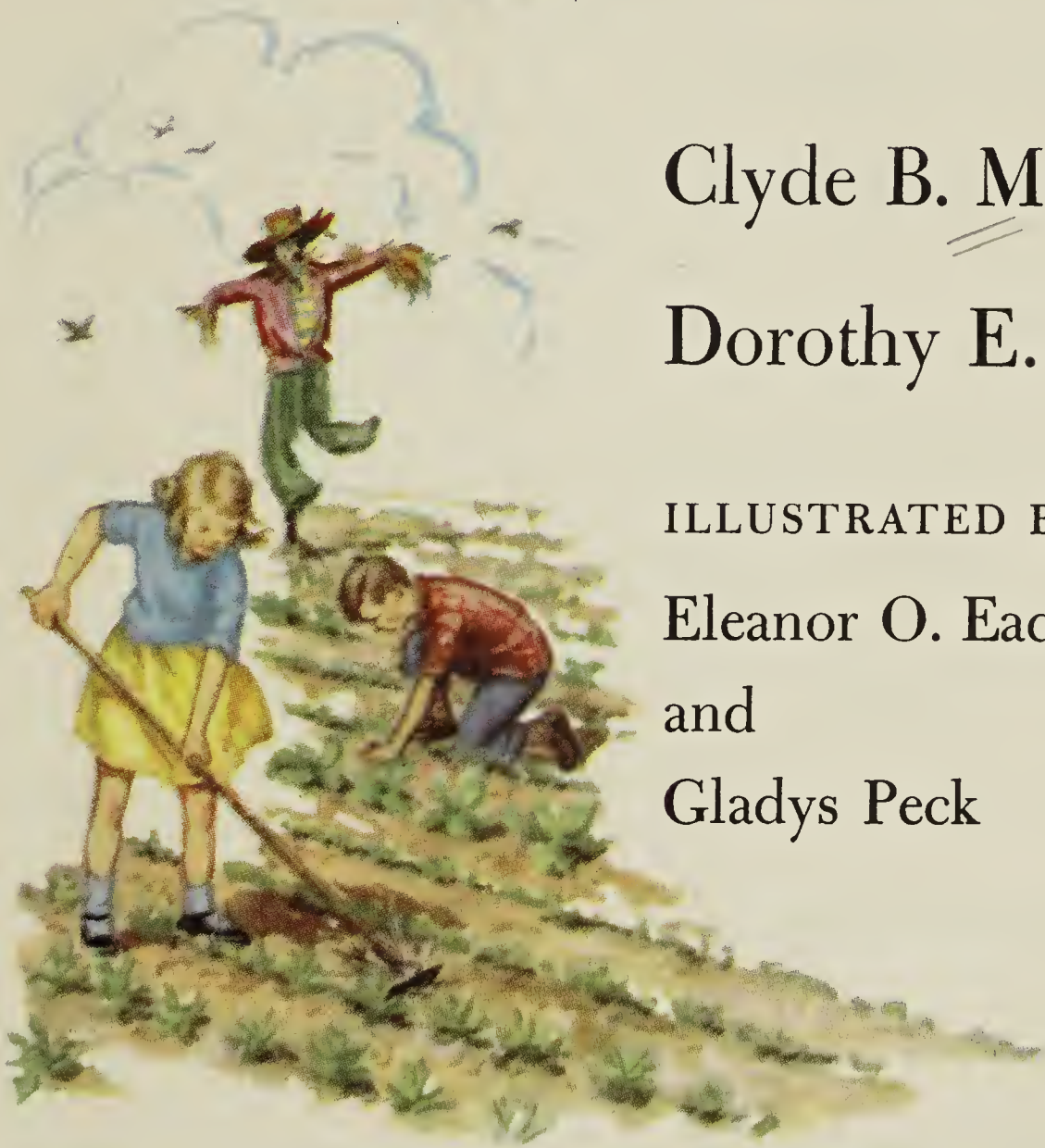
Dorothy E. Cooke

ILLUSTRATED BY

Eleanor O. Eadie

and

Gladys Peck



CHARLES SCRIBNER'S SONS

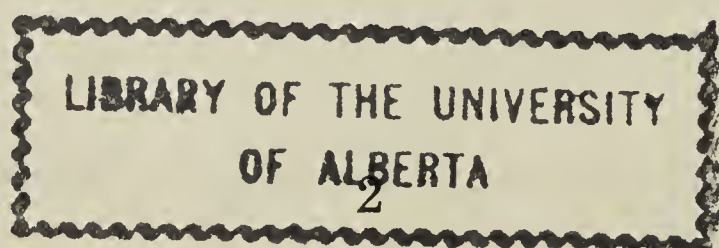
CHICAGO ATLANTA SAN FRANCISCO DALLAS

NEW YORK

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Going to School

Good-by, Mother.

Good-by, Sandy.



I am going to school.



I am going to school.
I am going with Sister.



I am going to school.
I am going with Brother.



This is our school.



Brother said,
"Hello, Miss Day.
This is Jim."



Miss Day said,
"Hello, Jim.
This is your desk."

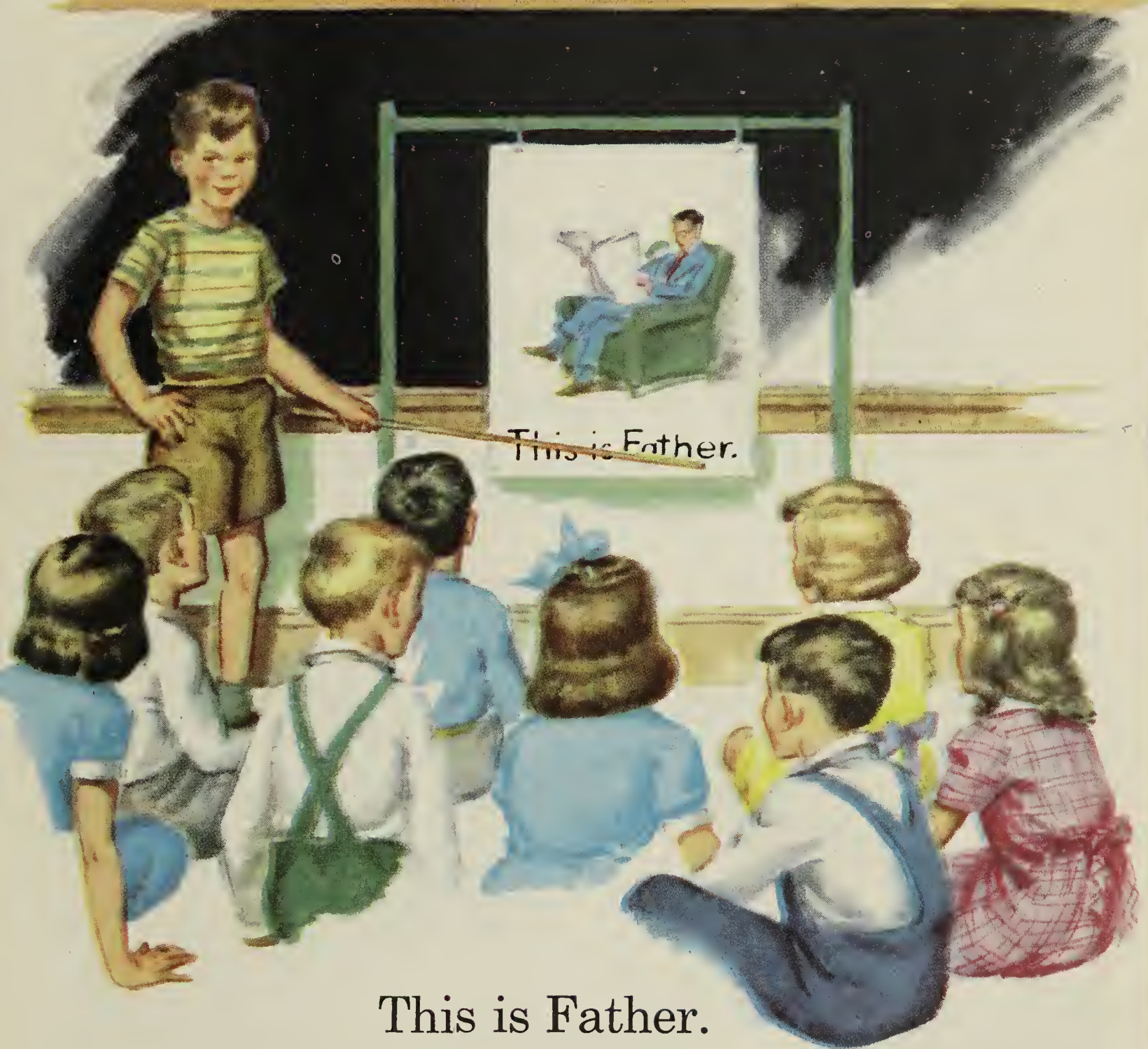
Reading at School



We made a story.
We read our story.



How Fathers Help



This is Father.



How Mothers Help



This is Mother



This is Mother.

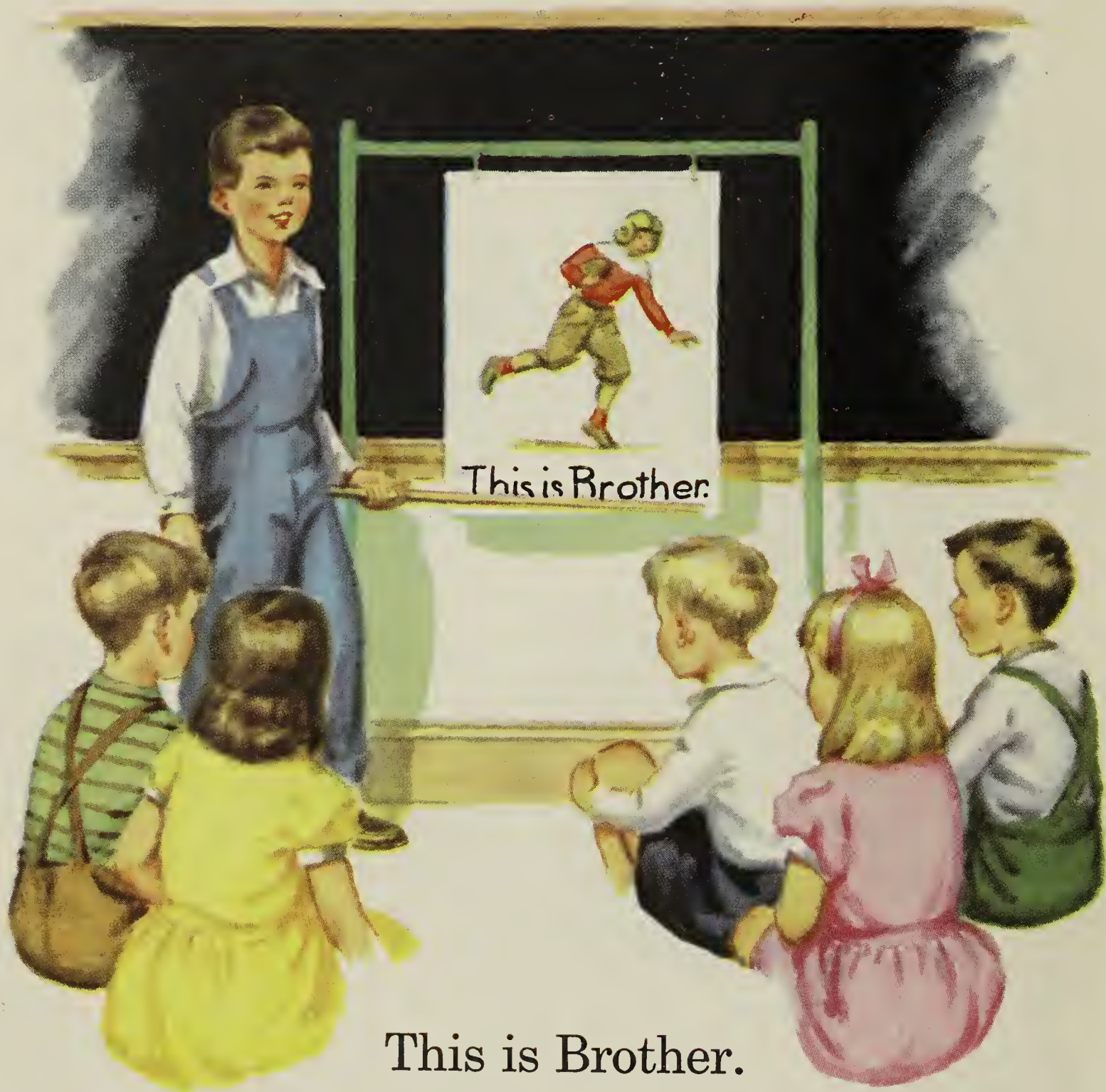


How Sisters Help

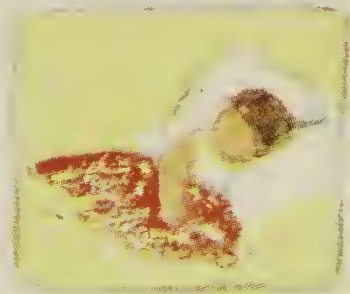
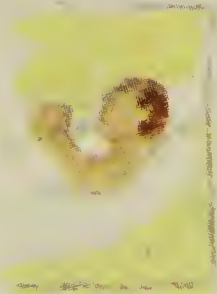




What Brothers Do



This is Brother.



What Babies Do



This is Baby
Playing ball.



This is Baby
Playing ball.



What the Family Does



Our Day at School

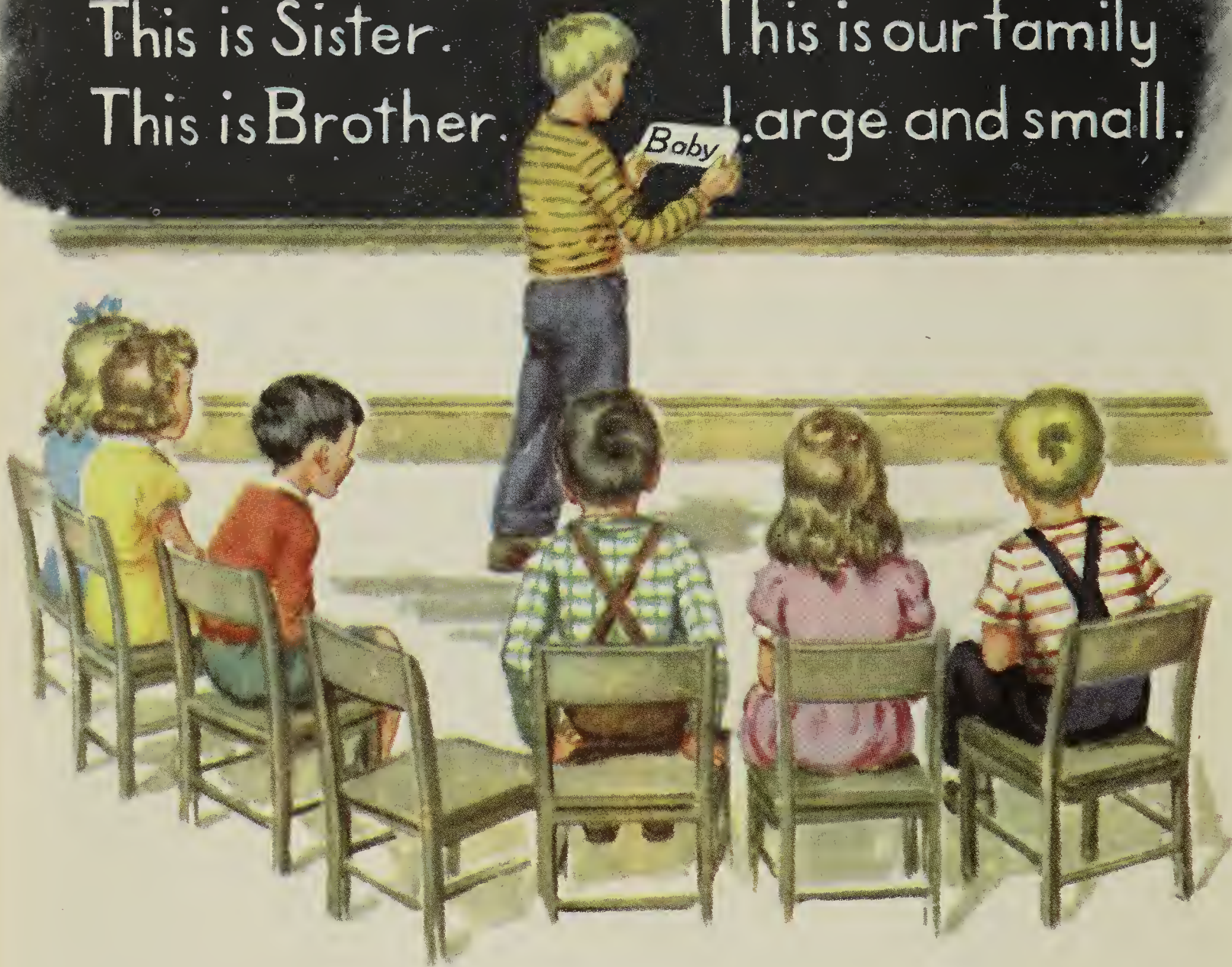


We sing.

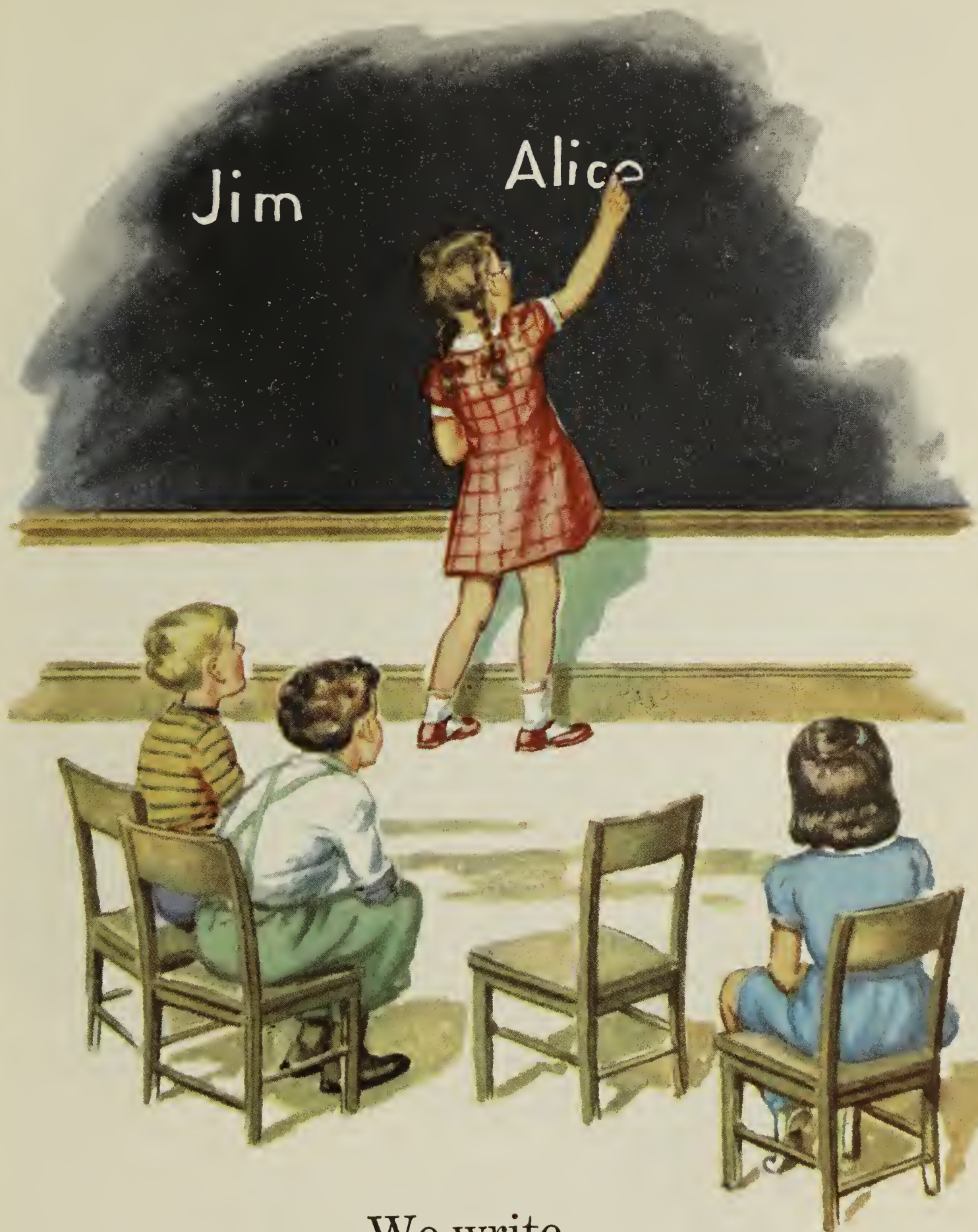


This is Father.
This is Mother.
This is Sister.
This is Brother.

This is Baby
Playing ball.
This is our family
Large and small.



We read.



We write.



We play.

What do you see ?
Little boy as clean as can be



We wash our hands.



We eat lunch.



We drink milk.

How many

1 2 3 4 5



We count.



We listen.



We color.



We cut.



We play the story.





We go home.

At Home



Brother helps our family.



Sister helps our family.



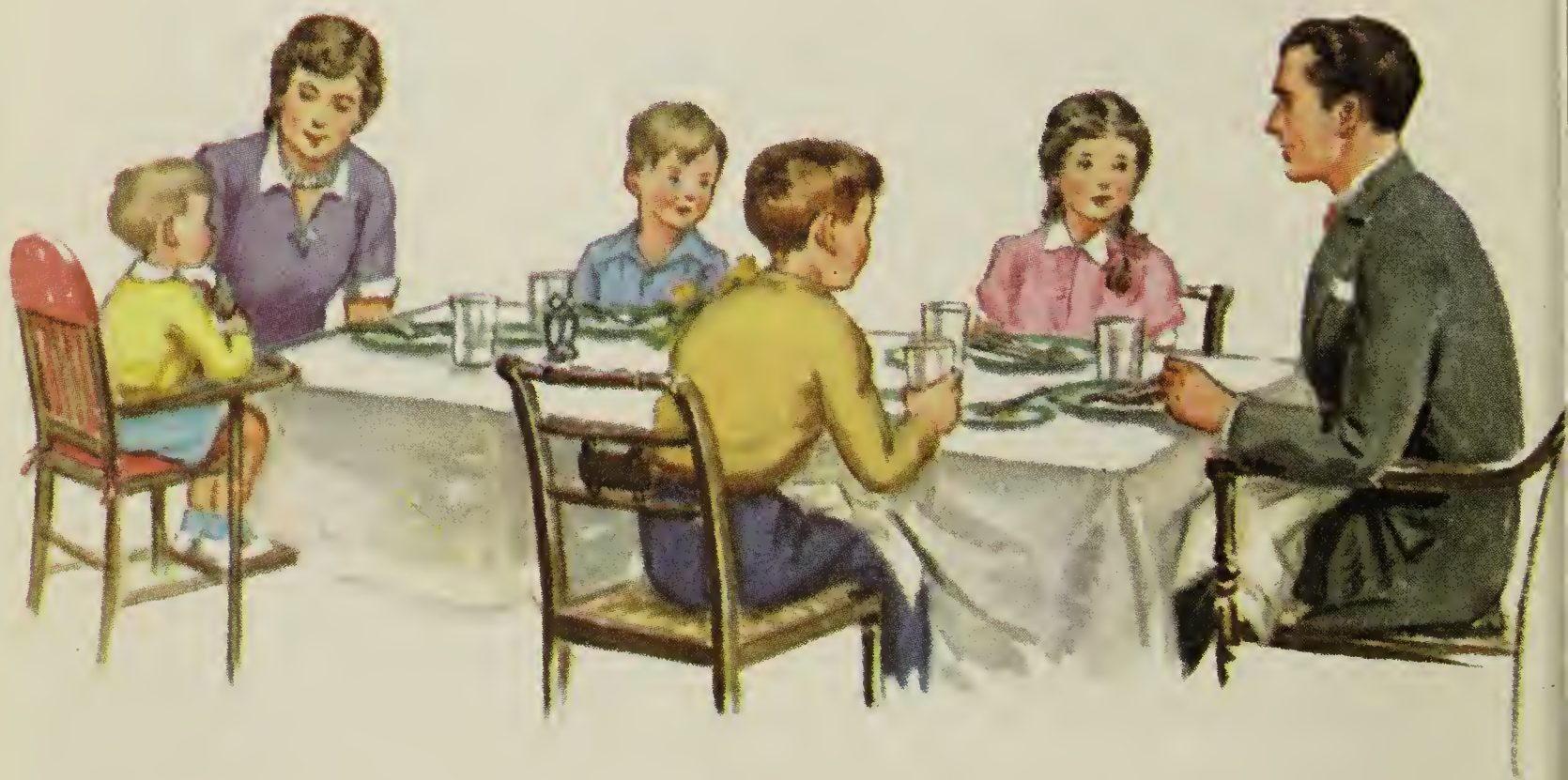
Mother helps our family.



Father helps our family.



I help our family.



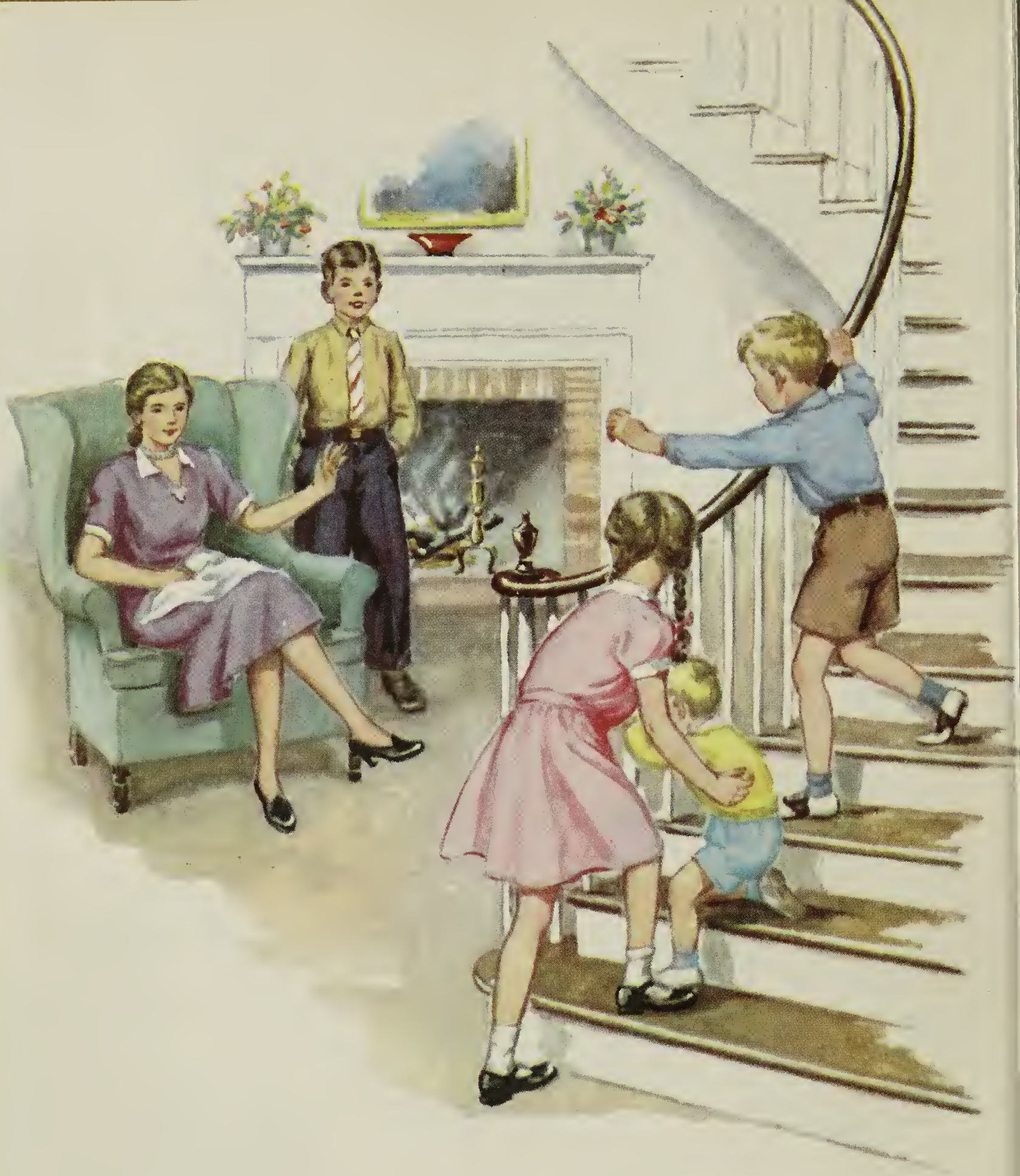
We have a happy family.



We listen.



We play.



We say, "Good night."



We go to bed.



Little Baby Pumpkin



** Once upon a time there was a little baby pumpkin. He sat in the sun and wished and wished. He wished he could be somebody important.

** Rain washed his face. A bluebird sang songs to him. The sun kissed him good morning and kissed him good night.

** He wished and wished he could be somebody important. One day, as he wished the very hardest he had ever wished, he heard some one say—

*Teacher-class story. Teacher reads parts marked **.*



“ Oh, Grandmother, may I have that little baby pumpkin? ”
asked Jim.

** “ Yes, you may have that one, ”
said Grandmother.



** The next day Jim took Baby Pumpkin to school. The children clapped their hands.

They were glad to see little Baby Pumpkin.



** Little Baby Pumpkin was happy,
but he still wished he could be
somebody important.



The Jack-o'-Lantern

The girls and boys said,
"Can we make a jack-o'-lantern?"

Miss Day said, "Yes.
We can make a jack-o'-lantern."



Cut—cut—cut—cut.

** The top of Baby Pumpkin's head
was lifted off.



Scoop—scoop—scoop.

** Little Baby Pumpkin felt quite hollow.



Cut—cut—cut—cut.

Baby Pumpkin had one eye.

Cut—cut—cut—cut.

Baby Pumpkin had two eyes.



** Now, he could see the pleasant sunny room. He could see the happy faces of the children.



Cut—cut—cut—cut.

Baby Pumpkin had a nose.



Cut—cut—cut—cut—cut—cut.

Little Baby Pumpkin had a mouth—
a big, big mouth to smile with.



** The boys put a flashlight in
Baby Pumpkin. Then they put back
the top of his head.

Little Baby Pumpkin
smiled and smiled.



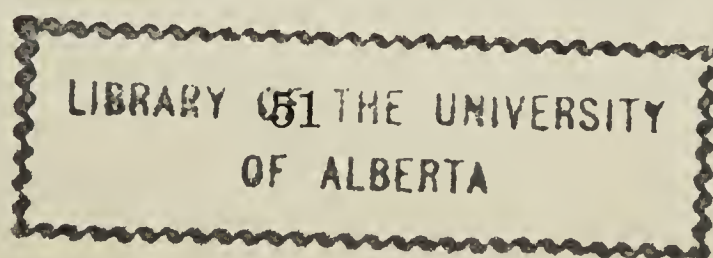
The Parade

The next day was Halloween.
The boys and girls had a parade.

50



Jim led the parade.
He carried Baby Pumpkin.





** Little Baby Pumpkin's wish had come true. He was the most important one in the parade.

Our Walk



We went for a walk.
We saw a house for one family.



We saw a house for two families.



We saw a house for many families.



We saw a new house.
We saw some workers.



We Thank Thee^{*}

We thank Thee—
for good mothers
and good fathers,
for pleasant homes,
for healthful food,
for church and school,
for our country free,
for happiness,

We thank Thee.

** For choral reading. See suggestions, p. 124*

Jim's Lost Pet



I lost my pet.



I looked and looked.
I could not find it.



I looked in the kitchen.
I could not find it.



I looked in the dining room.
I could not find it.



I went to the living room.
I could not find it.





I went up the stairs.
I looked in the big bedroom.
I could not find it.



I looked in the little bedroom.
I could not find it.



I looked in the bathroom.
I could not find it.



I went down the stairs.
I went to the basement.
I looked and looked.



I found Happy-Hoppy!



“Thank you for your story, Jim,”
said Linda Lou.



What We Did for Christmas

Guess



Skip—skip—skip.
Jim went to school.
He was very happy.



Linda Lou said,
“Is it your birthday?”



Jim said, "No.
It is not my birthday."

Word Helpers



bicycle



suit



baby



grandmother



dog



“Is your grandmother coming to see you?” asked Dick.

“No. She is here. Guess. Guess. Guess,” Jim said.



“Is it a new bicycle?” asked Tom.

“Not a bicycle, but it is new,”
Jim said.

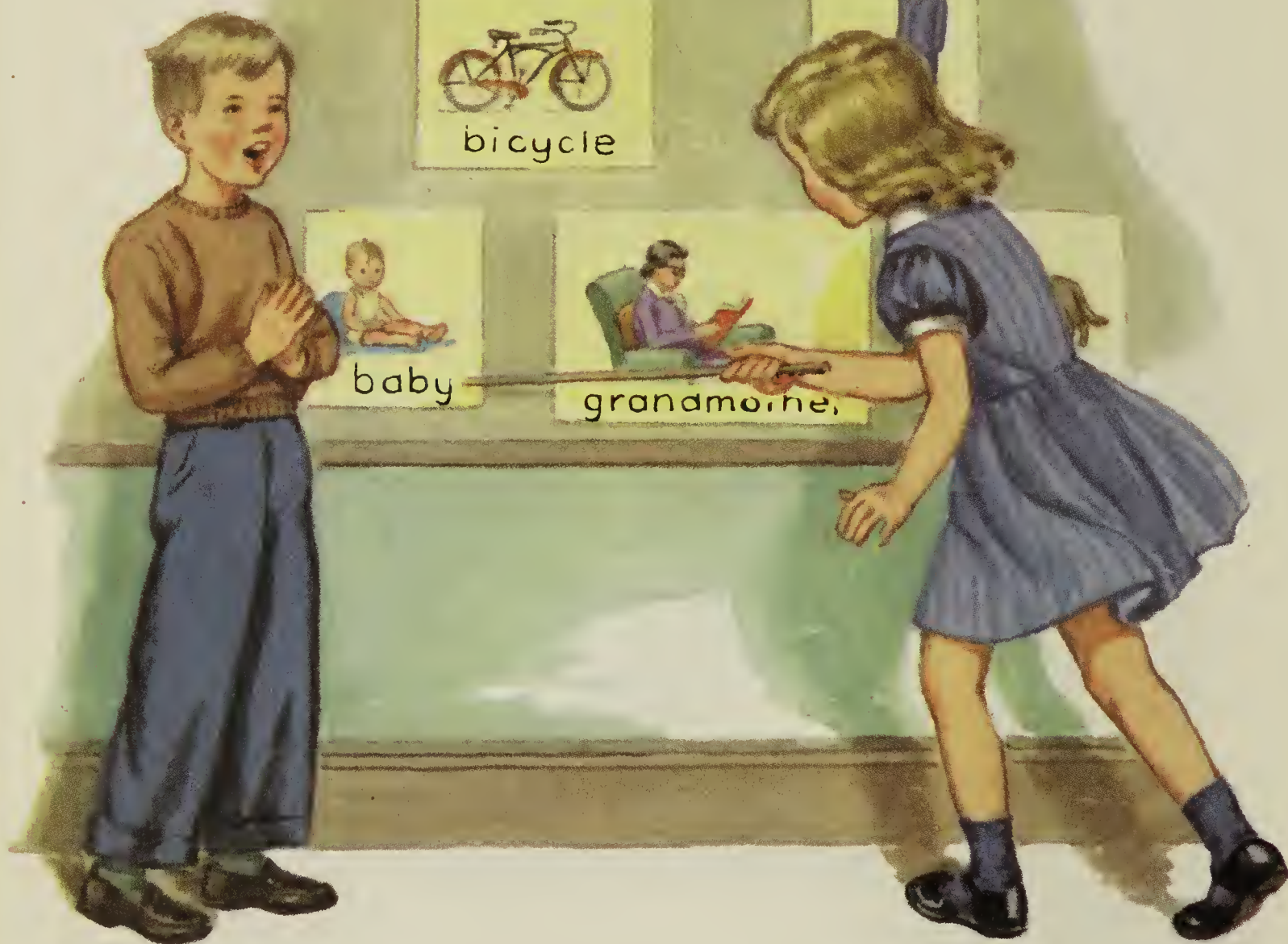
Word Helpers



“Do you have a new suit?”
asked Jerry.

“No. I do not have a new suit,”
Jim said.

Word Helpers



“Do you have a new baby in your home?” asked Sally.

“Yes, yes. I have a new baby sister,” said Jim.

Word Helpers



Jim is happy.

The girls and boys are happy.

Our Room



"Let us make our room pretty,"
said Mary Ann.



“I will bring a sweet potato,”
said Dick.



“This is how a sweet potato
will make our room pretty.”



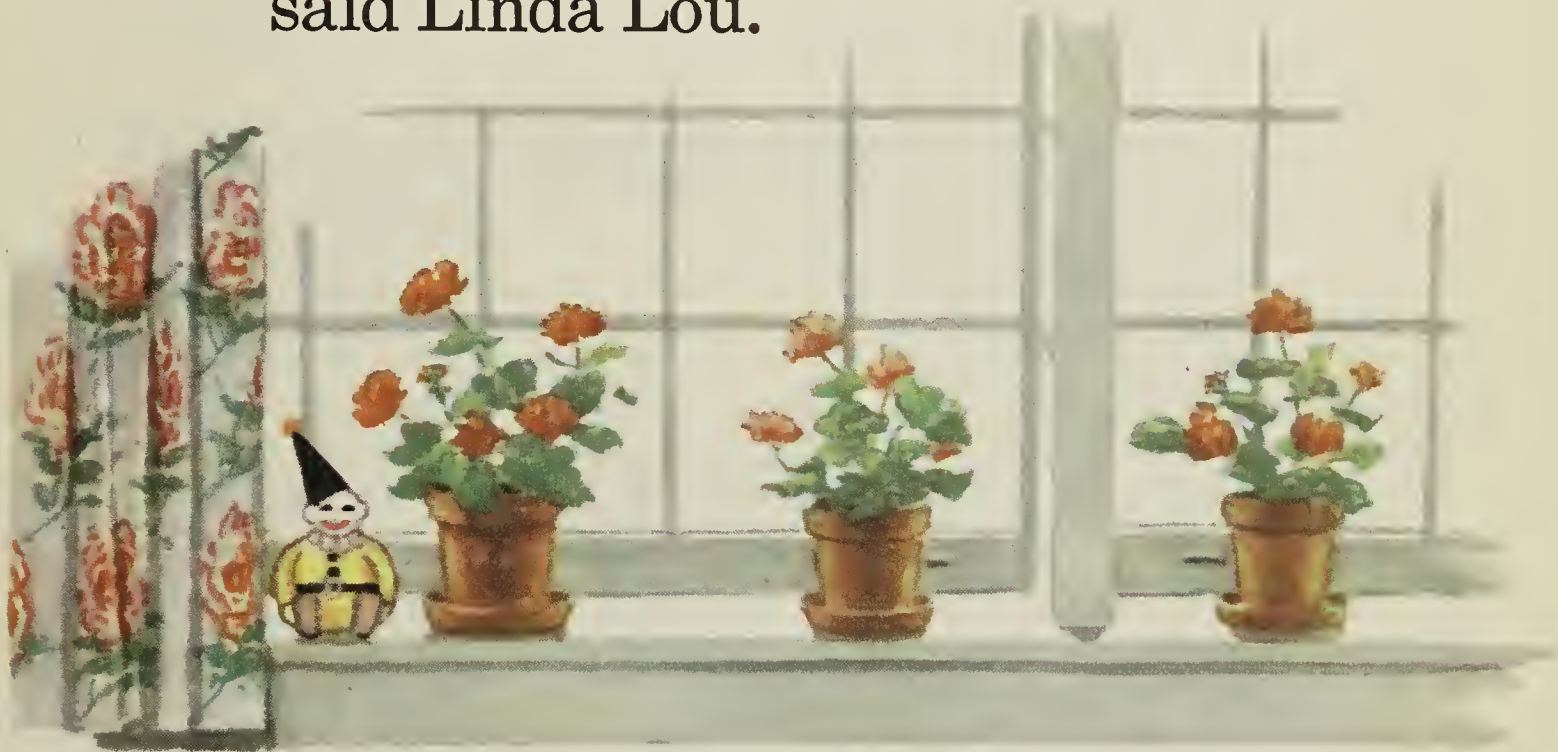
"I will bring some fish,"
said Bill.



"This is how fish
will make our room pretty."



“I will bring some plants,”
said Linda Lou.



“Plants will make a room pretty.”



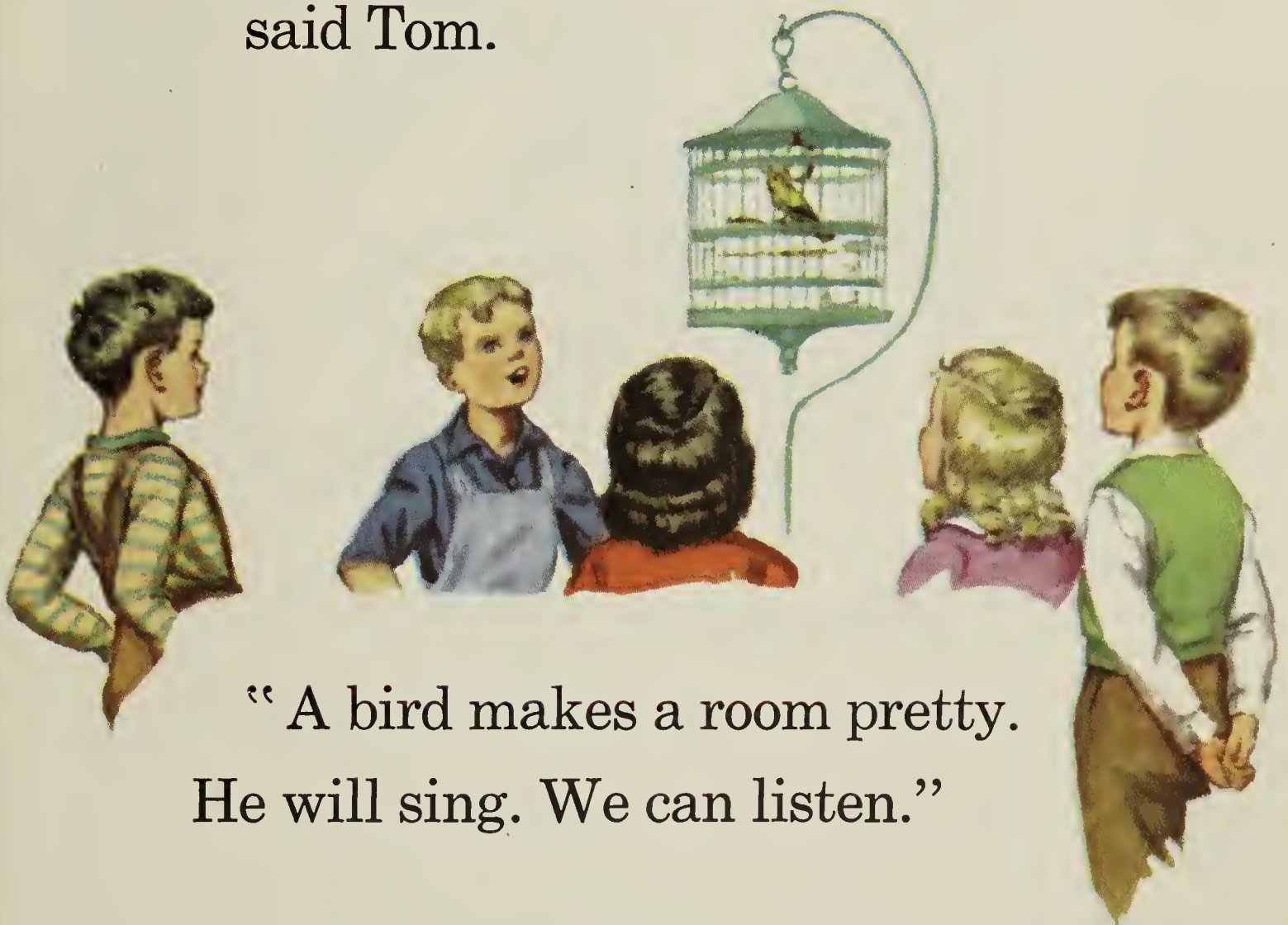
"I will make a picture," said Jim.



"A picture will make a room pretty."



“I will bring my pet bird,”
said Tom.



“A bird makes a room pretty.
He will sing. We can listen.”



Sally said,
“Let us keep our room clean.
A clean room is pretty.”



“We like your pretty room.
We have made a surprise for you,”
the big boys said.

Dear Boys,

Thank you for the
surprise. Now we have
a pretty room.

Thank you for helping
us.

Your friends,
Girls and Boys
Room 1





About Us

“We have a pretty room,”
said Linda Lou. “Let us
make ourselves pretty.”

The girls and boys laughed
and laughed.

Miss Day said, “Yes,
girls and boys can be attractive.”



“ May we make some rhymes?
May we make some pictures? ”
asked the girls and boys.

“ Yes, you may make rhymes
and pictures,” said Miss Day.

“ They will tell you
how to be attractive.”

Our Letter

Come to our room.
You may look at our pictures.
You may read our rhymes.
They will tell you
how to be attractive.

Girls and Boys
Room 1



Our Pictures and Our Rhymes



A clean girl or boy
Is every one's joy.



For teeth shining and white
Brush morning and night.



Drink milk so good
To grow as we should.



Eat fruit each day
To keep healthy and gay.



“Vegetables, vegetables,”
Said Mr. Brown,
“Are eaten by people
All over this town.”



Early to bed
For a happy head.

More About Us



“ We like books.
We need more books.
Please, may we have more books? ”
asked Jane.



“We have no money.
Books cost money,” said Miss Day.

“Please, let us work
for some money,” said Jane.



“I made cooky dough for you.
You can make gingerbread men.
You can sell cookies,”
Miss Day said.
“Then you can buy books.”



Our Plans

Wash our hands.

Put paper on our desks.

Flour on our hands.

Our Plans

Make a head. •

Make a body. ○

Make 2 arms. —

Make 2 legs. —



Our Plans

Make 2 eyes.



Make a nose.



Make a mouth.



Make 3 buttons.





“See the Gingerbread Man.
Put him on the pan,”
said Mary Ann.



“Put him in the oven
To bake as fast as he can,”
said Mary Ann.



“Look,” said Kay.
“See the number story
on the pan.”



“Turn it around
as fast as you can,” said Kay.
“See the number story on the pan.”



“I did not know
gingerbread men made
number stories,” said Bill.
“They make number stories
the way we do.”



The Cooky Sale

The girls and boys made a store.
They worked and worked.

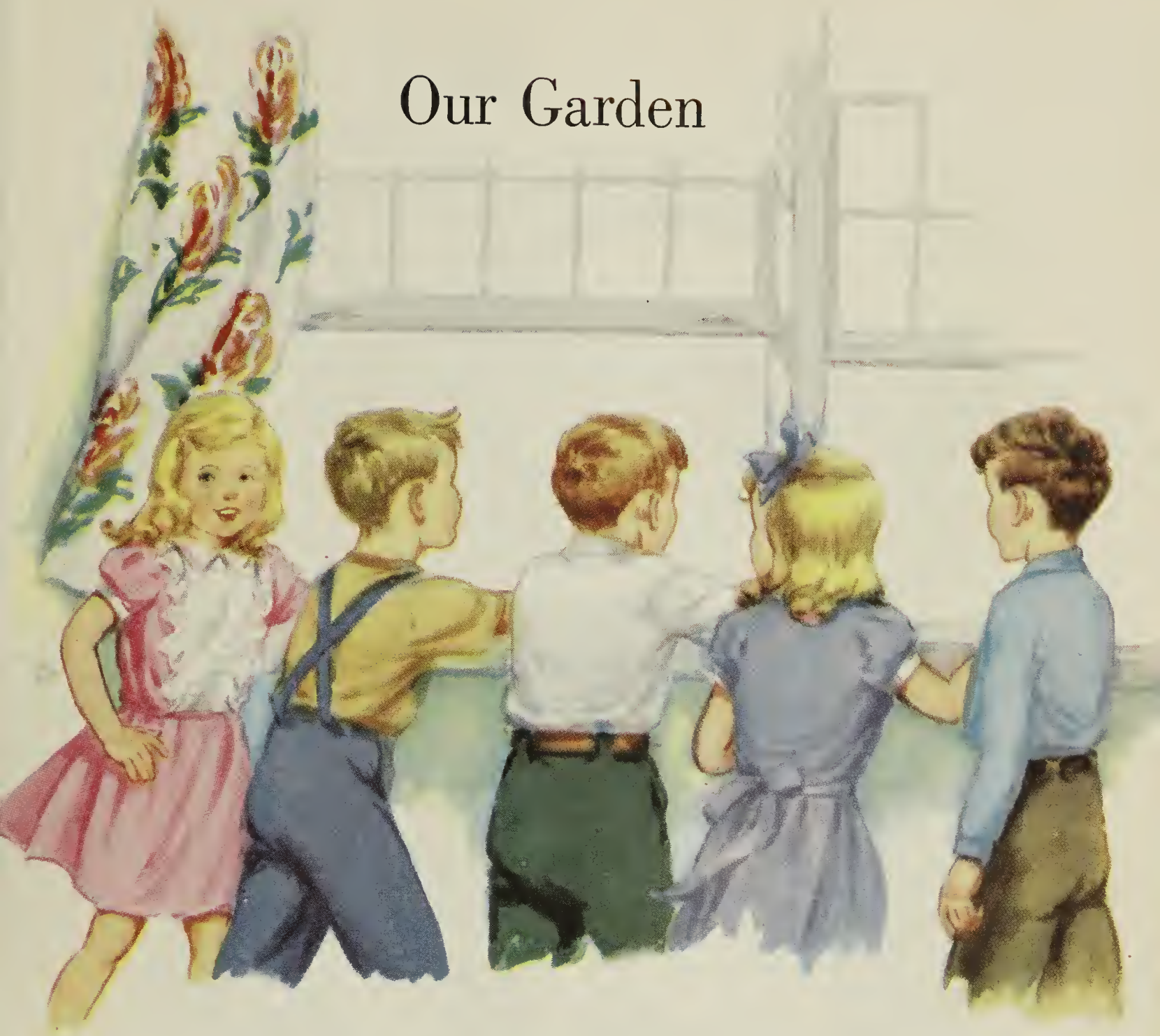


“We are selling cookies,”
said Jim.
“We sell one cooky for two pennies.
We will count the pennies.”



“We bought books with our money.
Now, we have more books,” said Jane.
“We like our library.”

Our Garden



“Miss Day! Miss Da-a-ay!”
called Sally.

“The birds are in our garden.
They are eating our seeds.”



Jim said,
“I know what to do.
My grandfather has a farm.
Birds do not eat his seeds.
He has a scarecrow.”

“What is a scarecrow?”
asked Jerry.

“Can we make a scarecrow?”
asked Dick.

“Show us how to make one, Jim.”

“This is how Grandfather
made a scarecrow,” said Jim.



Our Scarecrow

We made a garden.



We planted seeds.



The birds liked our seeds.

We will have no plants!



Jim said, "We can make
a scarecrow."



Jim helped us.

We made Scary Jim.



Scary Jim is in our garden.
He waves his handkerchief.
He kicks his legs.
He scares the birds.
Our plants grow and grow.



A Big Surprise

One morning, Miss Day said,
“Birds are helpers, too.
Some bugs and worms eat plants.
The birds eat the bugs and worms.”

Just then—



Kay called,
“ Our Scary Jim is talking!
How can a scarecrow talk? ”



“ Oh, look! It is Polly Parrot,”
Kay said. “ How did Polly Parrot
get there? ”

“ Scary Jim can not talk,” said Bill.
“ Polly Parrot is talking.”

“ Bring Polly here,” said Miss Day.



“Polly, you scared us,”
said the girls and boys.
“You played a trick on us.
You are a bird, Polly.
We do not have birds in our garden.”

Good-by



“We are big now,” said Jim.
“We are seven years old.
We have learned to work.
We have learned to play.
We have learned to be attractive.”



Miss Day said,
“ Good work is pleasant.
Good play is pleasant.
We have had a happy year.
Good-by, girls and boys. Good-by! ”

VOCABULARY LIST

WORKING AND PLAYING is the first book in the SCRIBNER SOCIAL STUDIES SERIES. The following vocabulary contains the 268 different words found in WORKING AND PLAYING. Variants of nouns and verbs made by adding *s*, *'s*, *es*, *ed*, and *ing* have been omitted from this list unless the words first appear in one of these forms.

5 going to school good-by Mother Sandy	14 ———	29 cut	42 jack-o'-lantern girls boys can make yes
6 I am	15 ———	30 the	
7 with Sister	16 ———	31 home	
8 Brother	17 Baby playing ball	32 helps	
9 this is our	18 family large and small	33 ———	43 ———
10 said hello Miss Day Jim	19 sing	34 have happy	44 scoop
11 your desk	20 ———	35 ———	45 had one eye two
12 reading at we made a story	21 write	36 say good night	46 ———
13 Father	22 ———	37 bed	47 nose
	23 wash hands	38 little pumpkin	48 mouth big smile
	24 eat lunch	39 oh Grandmother may that asked	49 ———
	25 drink milk	40 they were glad see	50 parade next was Halloween
	26 count		51 led he carried
	27 listen		
	28 color	41 ———	

52 —	64 found Happy-Hoppy thank you Linda Lou	76 fish Bill	89 fruit each healthy gay
53 walk went for saw house	65 what did Christmas	77 plants	90 vegetables Mr. Brown eaten by people all over town
54 many	66 guess skip very	78 picture	
55 new some workers	67 birthday	79 bird	
56 —	68 no	80 keep clean	
57 lost pet my	69 coming Dick she here	81 like surprise	91 early head
58 looked could not find it in kitchen	70 bicycle Tom but	82 dear now friends	92 more books need please Jane
59 dining room living	71 do suit Jerry	83 about ourselves laughed be attractive	93 money cost work
60 up stairs bedroom	72 Sally	84 rhymes tell	94 then
61 —	73 are	85 letter	95 cooky dough gingerbread men sell buy
62 bathroom	74 let us pretty Mary Ann	86 or every joy	96 plans put paper on flour
63 down basement	75 will bring sweet potato how	87 teeth shining white brush morning	97 body arms legs
		88 so grow as should	

98 buttons	104 sale store	109 show	114 Polly Parrot get there
99 man him pan	105 pennies	110 Scary Jim	
100 oven bake fast	106 bought library	111 waves handkerchief kicks scares	115 trick
101 Kay number	107 garden called seeds	112 helpers too bugs worms just	116 seven years old learned
102 turn around	108 grandfather has farm his scarecrow	113 talking	117 pleasant

SUGGESTIONS TO THE TEACHER

WORKING AND PLAYING is a book that will initiate a complete program of social studies in the first grade. The pictures and stories will serve as stimulators to desirable individual and group discussions and activities.

Immediate interests of groups will differ. When a group has an interesting discussion, their interests can be guided to desirable activities. When a subject is of interest, it should be further developed; however, when a group is *not* interested—the children's interest should be guided to a subject appreciated by them.

Many of the story pages may stimulate a week or more of desirable social education. Social growth through effective daily living cannot be developed hastily.

Helpful suggestions are often included in the pictures. Through an appreciation of what the "story" children do, the members of the class will desire to make similar or creative plans. The teacher, as a member of the classroom group and a companion in planning, should feel free to make her suggestions when needed. She should help the children select experiences that lead to growth in the right direction.

The following material for the teacher (pp. 120–128) includes suggestions for the presentation of the stories in WORKING AND PLAYING. Further development of the story themes through the use of the suggested activities will aid pupils in acquiring the desired social studies concepts. Special attention has been given to suggestions that will help the girls and boys achieve an understanding and improvement of family and group relationships.

GOING TO SCHOOL, pp. 5-11. The paramount interest of the child upon entry to the first grade is *school*. He is enlarging his interests to include more than his immediate environment. The stories "Going to School," "Reading at School," and "Our Day at School" will help the child make satisfactory adjustments.

5. Today Jim is going to school for the first time. What does he say to his mother? What does he say to his little brother? To whom did you say good-by when you left home this morning? Does Jim's house look like your home? Draw a picture of your home.

Children may wish to make individual booklets of pictures related to going to school. Suggested pictures: (1) Child, (2) Those to whom he said good-by, (3) School, (4) New friend, (5) Teacher. Suggested captions for foregoing pictures: (1) Child's name, (2) Good-by, (3) Name of school, (4) Friend's name, (5) Teacher's name. Older children from other rooms can serve as helpers and write the captions in the booklet for each child.

6. Where does Jim say he is going? How do you think he feels? How did you feel when you started to school the first day?

7-8. How does Jim tell us with whom he is going to school? With whom did you go to school the first day?

9. What does Jim say when they come to the school? Does your school look like Jim's school? Tell how your school is like his school; tell how it is different. Visit the different rooms in your school. Make a simple floor plan of your school.

10. Jim's brother introduces Jim to Miss Day. What does he say?

11. What does Miss Day say? How does she make Jim feel welcome? Jim's mother had told the teacher, Miss Day, that Jim was coming to school. How does the picture show that Miss Day knew Jim was coming? How does the picture show that she knew other children were coming? How do you think Jim felt about his first desk? How did you feel about your desk? Can you read your name? Play games finding your name among other names.

READING AT SCHOOL, pp. 12-18. Jim tells members of his family what he does at school. Do you like to talk about school at home? What have you told about school this week? Talk about courtesy in conversations. Group might wish to make simple rules about conversation, such as: (1) Take turns, (2) Use a pleasant voice, (3) Talk so everyone can hear.

The family in this story is any typical family. Each picture initiates a unit requiring several days to develop. Make the classroom friezes suggested in the pictures, pp. 13-18. Make individual booklets picturing members of child's own family. Child may use a cardboard circle to make outline for faces. Helpers from other grades can record child's sentence stories about each member of his family. As each story is read, develop feeling of appreciation for each member of the family. Make a class story: *Why We Come to School*. Include: We like to make friends.

12. The name of the story tells what the children are doing. What does it say? What does Jim tell you about their story? See Polly's glasses. At first Polly

did not like her glasses. Now she does like them because they help her to read.

13. Discuss work that children's fathers do. Draw a picture of the work Father does to earn money. Why must a family have money? How can children help save money?

14. What does Mother do for her family? What can we do for Mother? Make a chart: *Ways We Help*.

15-16. Do you have a brother (or sister)? Is he (or she) younger or older than you? Do you and he (or she) always agree? How can you and your brother (or sister) help your family?

17. Is there a baby in your family? Do you love the baby? Does the baby help to make your family happy? How?

18. Tell who is in the picture. What do the pictures show that the family does? What do you like to do with your family? Add to your family booklet pictures of other people (if any) in your home.

OUR DAY AT SCHOOL, pp. 19-31. Jim is continuing his story about a day at school. Compare your school day with Jim's school day. Make booklets *Our School Day* to take home as a report to parents.

19. The picture shows what the girls and boys in Jim's school like to do in the morning when school begins. What song do you like best? Why?

20. Tell what the children are doing. Would you like to do this in your class?

21. This is Alice. What is she doing? Who wrote a name on the board before Alice? What story did Jim tell at home? Can you write your name on the board? Child can easily learn to write initials. Teacher explain meaning and begin teaching writing of initials as means of identifying papers until all can write names. Make a card with initials for each child to use as a guide.

22. What does Jim say now? The children are playing *Red and Green*. Children are divided into two equal "sides." One side is the RED side and the other side GREEN. Sides stand in straight line about two yards apart facing each other. Each side has a home base an equal distance back from the facing lines. The teacher has a piece of red paper or cloth and a green piece. When, for example, the red paper is held up, the REDS run to their home base. Members of the other side chase them, tagging as many players as possible. All players tagged join the side who tagged them. Play is repeated; the teacher gives the green or red signal until all on one side have been caught, or at the close of the game, players can be counted to determine the winning side.

Tour the playground. Talk about right way to use the apparatus there. Decide why these ways are right. Tell why "I like to play with (Nancy)."

23. Why do you think the children are washing their hands? What does Jim say now? Name other times when hands should be washed (especially).

24. Read Jim's story. Where do you eat your lunch? What foods make a good lunch? How do you help to make lunch a pleasant time?

25. What do the children drink at lunch time? Do you drink milk? Talk about foods you eat that have milk in them. What is Jim's story?

26. Can you count the toys on the chalk rail? Point to the number on the

board in the picture to show how many toys you counted. Count the girls in the picture. Count the boys. What did Jim say they did in school?

27. Judy tells good stories. Jim's class likes the story *The Three Billy Goats Gruff*. Judy is telling that story. Jim says, "We listen." (Teacher tell or read story *The Three Billy Goats Gruff*. Children will like to re-tell it and play the story.)

28. The children decide that they would like to play the story *The Three Billy Goats Gruff*. They decide to make stick puppets (cut-out pictures mounted on heavy paper and then fixed to sticks so that they can be moved). Read what they do first.

29. After the pictures are colored, what is Jim's story?

30. Look at the pictures and tell the story the children played. Invite guests. Make your plans. Play the story the children played. Play some of your other favorite stories.

31. Now the day is over and Jim tells what the children do now. Tell why you think the children had a happy day at school. Why is the big boy walking out with them? Write a class chart giving helps for children to get safely home. Draw pictures of child starting home (1) on a sunshiny day, (2) on a rainy day. AT HOME, pp. 32-37. Jim tells the class about an evening at home with his family.

32-34. Tell how each member of Jim's family helps. Why do you think Jim's family is happy? Can you help to make your family happy? Discuss how to be happy at mealtime. Set a small attractive table. Dramatize good manners. Plan to serve something such as milk and graham crackers.

35. Read the story at the top of the page. What is your favorite radio program? Tell why you like it. What is the favorite radio program of the class? Teacher may suggest other interesting and worthwhile programs. Suggest class listening to a certain program. Discuss in class. Program may be worthy of dramatization.

What is the story at the bottom of the page? Tell how each of the family is playing. How do you play at home?

36. What do you think the children say as they go upstairs? How did they know when to go? What time do you think it is? What time do you go to bed? Discuss why sleep is important. Make a class rhyme about going to bed at the right time.

37. Tell the story. Do you do all these things before going to bed? Do you do other important things?

LITTLE BABY PUMPKIN, pp. 38-52. This story, as indicated on p. 38, is a *teacher and class* story. The teacher reads the parts marked **. The teacher reading in this way can set expression and rhythm patterns of reading for the pupils.

39. Jim went to visit his grandmother who lives in the country. Where does your grandmother live? Grandmother was showing Jim the garden and he saw a little pumpkin that he wanted for his very own. How do you think Jim

asked his grandmother for the pumpkin? How do you think Grandmother answered him?

40. Teacher reads. Why do you think the children were glad to see the little pumpkin?

41. Teacher reads.

42. Can you tell from the blackboard what holiday is coming? The children want to make something. What do you think they ask to make?

43. Have you ever made a jack-o'-lantern? What would you use to make it? How do you begin? Why do you think the big boy is helping?

44. Does "scoop—scoop—scoop" tell what to do next? How did little Baby Pumpkin feel?

45. What does the boy cut after the pumpkin is clean inside?

46. Teacher reads.

47. What was made next for Baby Pumpkin?

48. Why does Baby Pumpkin look happy now?

49. Why did the boys put a flashlight in Baby Pumpkin? Develop idea of safety during Halloween.

50. When do you wear false faces? What fun do you have? Will you have a *parade*? (Introduce word on board.) Tell what you see in this parade.

51. Who led the parade? What did he carry?

52. Teacher reads. Further discussion: Is this a true story? What parts could be true? What parts could not be true?

Paste to blackboard a long strip of wrapping paper. Draw a picture of a Halloween parade. Put something in your picture that is not true.

OUR WALK, pp. 53-55. The children plan a walk to see the different kinds of houses in the neighborhood. Their plans include standards of conduct.

53. As the children start for their walk, they notice signs of the season. Is their clothing "a sign of the season"? Tell why you think one family lives in this house.

54. How many families live in this house? What is it called?

What did the children say when they saw a house for many families? What is it called? What kind of house do you live in?

55. The children saw a house being built. What did they say about this house? What workers did they see? What other workers are needed to build a house? Collect pictures of workers who build houses.

What materials are used to build a house? How are homes made comfortable in summer? In winter? How are yards made attractive? How can children help to keep neighborhood lawns attractive? List good safety rules to remember in the home; in the neighborhood.

WE THANK THEE, p. 56. For choral reading; class may say first and last lines; individuals say each of other lines. Write this poem of Thanksgiving on the blackboard or make a classroom chart of it. Add children's illustrations at ends of lines. Make booklets with one page for each line; illustrate with drawings or cut-out pictures. Compose own poem or story for a "Thank You" book.

JIM'S LOST PET, pp. 57-64. What is a *pet*? Do you have a pet? Have you ever lost a pet? How did you feel? What helped you to feel better?

Prior to reading this selection, collect pictures of different rooms in a home. Discuss the probable furnishings of each room. Discuss child's part in caring for each room. Ask concerning collected pictures: What room is this? How can you tell? Is it like your (*e.g., kitchen*) at home? How is it different? Check ability to read names of rooms.

57. Tell the name of Jim's story. What does Jim tell the class?

58. Where did Jim look first? Did he find his pet? What did he say?

Where did Jim look next? What does he tell the class? Why is this room kept very clean? Can you help?

59. Would this be a good place for a pet? Give a reason for your answer. Where does Jim look next? What pet is helping him look? Do you think Jim has found his lost pet? Is Jim's lost pet big or little? How can you tell?

Play *Big or Little*. Child names own pet (or make-believe pet): "My pet is a canary. Is it big or little?" Child who answers correctly is the next player. Before playing, discuss pets that are big or little.

60. Jim has looked in all the rooms downstairs. Where will he go next? Whose room is this? How can you tell? Did he find his pet? Where do you think he will look next? Read the story he told the class.

61. Whose room is this? (Jim's) Tell what you see in this room. How can Jim help in this room? Note the library. Discuss children's own libraries. Booklets made in school can be put in child's library. Small book shelves can be made from wooden boxes. Helpers may be invited from upper grade rooms.

62. How can a child help keep this room clean?

63. Jim looked in all the rooms upstairs. Where can he look next? Give reasons why it is important to keep the basement clean. How can you help?

64. At the top of the page, what do you think the story says? What did Linda Lou say to Jim?

Make drawings of own pet or a pet you would like to have best. Plan a *Pet Day* or *Pet Parade*. Pets can be brought to school. Discuss care of pets. Make short movie strips showing care given each pet.

WHAT WE DID FOR CHRISTMAS, p. 65. This page shows what the children in Jim's room did for Christmas. These pictures may be used to initiate plans for Christmas.

GUESS, pp. 66-73. What is a secret? Do you know a secret? This is a story about Jim's secret. All the children tried to guess his secret. See if you can guess it before the end of the story.

66. What is it you try to do when someone has a secret? Yes, *guess*. (Teacher writes word on board.) Can you do this? (Writes *skip*.)

67. Why do you think there are candles on the chalk rail? The little girl's name is Linda Lou. (Teacher writes name.) What do you think she asked Jim?

When is your birthday? Do birthdays make you happy? What fun do you have on your birthday?

68. Did Linda Lou guess the secret? What did Jim say?
69. Jim has given the hint that there is a picture of his secret in the class's "Word Helpers." The children who guess point to the word which they think is the secret.
70. Develop as p. 69. What new hint does Jim give?
71. Develop as p. 69.
72. Develop as p. 69. What was the secret?
73. What do you think the boys and girls in the room said when Jim finished his story? Why do you think they knew he was happy? Have you ever had a secret like Jim's? Did you feel happy? How did you feel toward the baby as it grew older? Did you ever feel that your father and mother gave the baby too much attention? What did you do? What do you think you should have done? Why must small children have so much care and attention? How can you help the baby or smallest child in your home?
- OUR ROOM, pp. 74-82. Children may decide early in this story to make their room pretty. Make plans with the children. Help them suggest ways to improve their room. Help them make these plans satisfying experiences. Each child should have a share in the activity giving him responsibility.
74. The class is making its plans for the day. Mary Ann makes a suggestion.
75. What does Dick say he will do? Where did he go for the sweet potato? Did Dick help to make the room pretty?
76. What does Bill say he will do? Do fish help to make a pretty room?
77. What does Linda Lou say she will bring? Who is helping her? Do plants make a room pretty?
78. What does Jim say? Do your pictures make your room pretty?
79. Tom has a pet bird at home. He says he will bring it. How can a bird make a room pretty? (Tom takes his bird home for the week ends.)
80. What are the children doing? Do you have "helpers" in your room? What do they do?
81. What surprise do you see? Who made the surprise? The story tells why the children were given the surprise. How do the sixth grade boys show they are friends of the children in the first grade?
82. The boys and girls liked the surprise. They told the teacher what to write. She helped them by writing their thank-you letter.
- ABOUT US, pp. 83-91. This story will help to further the development of desirable personal habits.
83. Read the story. Make a list of what helps to make children attractive. Then develop suitable health units initiated by the rhymes.
84. What do the children plan to do? Can you make better plans?
85. After the children had made their rhymes and the pictures, they wanted to share them with other girls and boys. What did they do? Their teacher helped them write an invitation.
86. Why does everyone enjoy being with clean people? Discuss items contributing to cleanliness. Include *orderliness* and *keeping possessions clean*. Make

a small shoeshine box. Make shine cloths for the box. Make a large classroom chart with pictures illustrating *We Keep Clean*.

87. Make a large, funny Toothbrush Man to put in a conspicuous place at home as a reminder to brush teeth. Discuss: See your dentist twice a year. Discuss: Brushing teeth helps us to (1) look well, (2) talk well, (3) keep well.

88. Learn why milk is the "perfect food." Talk about milk in other foods. Decide how to learn to drink milk if it is not liked now. Discuss source of milk and why it is important that milk be properly cared for. Visit a farm or dairy if possible.

89. Make a chart picturing *Fruits We Eat*. Make applesauce at school. Talk about fruit "goodies" for lunches; include raisins and other dried fruits, and fruit filling for sandwiches.

90. Draw a big picture of Mr. Brown and his vegetable display. Visit a grocery or a market. Make plans to include politeness on school journeys. Help each child plan how to learn to eat one new vegetable.

91. Tell the children that sleep gives their bodies time for repair and growth. Decide how many hours of sleep are needed and what hour is best for going to bed. A record may be kept of *When I Went to Bed*.

MORE ABOUT US, pp. 92-106. This story promotes learning to be a receiver, to be a doer, how to take turns, and group relationships.

92. What does Jane tell Miss Day? What does she ask her? Develop the understanding that taxes (money paid by parents and others) pay for books and other school property. Mention a few of the other items paid for by taxes, such as playgrounds, public libraries, teachers', policemen's, and firemen's salaries.

93. What does the teacher tell Jane? What does Jane ask to do?

94. What does the teacher tell the class?

95. Read the story about the teacher's surprise. Where do you think she made the cooky dough? How are the children going to earn their money? What will they do then?

96. Read the children's plans. Put wax paper on desks so the dough will not stick.

97. Read the children's plans to make gingerbread men. Each child is given a ball of dough the size of a large walnut. The dough is rolled into balls and then patted out to make the head and the body. A pinch of dough is shaped into an arm or a leg.

98. What plans did the children make? Bring cooky pans from home.

99. Read the rhyme that Mary Ann said as she put her gingerbread man on the pan. Each gingerbread man is put on a small sheet of wax paper. Each child writes his name on a slip of tablet paper and slips it under the wax paper. Slips do not burn in baking.

100. What happens next to the Gingerbread Man? Older girl and the teacher help with the baking of the cookies.

101. What does Kay say? Note number groups of 3 and 2 making 5.

102. What does Kay do? Note number story 3 and 2 making 5. (Observe number groups as the children see them.)

103. What does Bill say? Note number story 2 and 3 are 5. Find other number pictures in your classroom and out-of-doors.

104. How did the children get ready for their cooky sale? Name the ways the children have worked together.

105. How much does each cooky cost? Practice counting by 2's to learn cost of cookies. "Cashiers" from upper grades may be invited to help.

106. What do you think this picture shows? Read what Jane says. How do you think the children chose their books? What books would you choose? Tell why. Discuss use and care of books.

OUR GARDEN, pp. 107-116. All children are interested in animals and other growing things. Planting a garden is one of their foremost interests. Outside gardens are preferable, but worthwhile experiences can be had by planting indoors.

107. It is spring. The children have planted a small garden in their school yard. Sally, passing the window, calls to Miss Day to tell her what she sees.

108. Jim has a plan. What plan does he suggest? Have you ever seen a scarecrow? Why are they useful?

109. What does Jerry ask Jim? What does Dick ask Jim to help them make? Look at the pictures and tell how Jim helped the class make their scarecrow.

110-111. Read the children's own story about their garden. Make a story about your garden. Make an attractive record chart. Record: What We Planted—When—Saw First Plant—Size When Grown.

112. What do you see in the picture? What are the birds doing? Miss Day is telling the children how birds help people.

113. What does Kay say? What is the surprise?

114. Bill had brought Polly Parrot to school to visit. What happened?

115. Bill went to the garden to get Polly. What did the girls and boys say to Polly?

GOOD-BY, p. 116. It is the last day of school and the children are getting ready to go home. They are talking about the things they have learned during their school year. List the best things you have learned during the year.

117. What did Miss Day reply? Do you think these girls and boys will have a good time next year in school? How is going to another grade "growing up"?

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